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ABSTRACT

A survey of Canadian and United States reading education faculty was conducted to find out if there was a consensus as to the "classic" works in the field of reading research. The questionnaire included a brief definition of "classic study" and invited respondents to list works under five general headings: (1) sociology/sociolinguistics of reading, (2) physiology/physiolinguistics of reading, (3) psychology/psycholinguistics of reading, (4) teaching of reading, and (5) evaluation of reading. A total of 371 educators responded, providing 1,385 citations that represented 183 different works and 65 authors. The majority of works cited fell under the categories of psychology/psycholinguistics and the teaching of reading, while the smallest number was in the area of sociology/sociolinguistics. Works by ten authors, representing a historical span of 60 years, accounted for 53% of the total citations. (A listing of the cited works is attached.) (RL)

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"Classics" in Reading: A Survey

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Paper presented at the Thirty-first National Reading Conference, Dallas, Texas, November 3-5, 1981.

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INTRODUCTION

Since the turn of the century, research in the field of reading has grown exponentially and has become the focus of interdisciplinary inquiry. While most reading instructors (or institutions) have their favored works, often referred to as "classics," the field of reading lacks general consensus on which ones these are. There is also a lack of agreement on the criteria for selecting classic works (Are they works that affected practice? Are they characterized by good research design? Are they mentioned frequently in the literature?).

For instructional purposes in higher education it is useful to know if agreement exists on which are the important works in the field of reading. To some extent such a consensus may be a reflection of the pervasiveness of the paradigm of the times, but as a consequence it is likely to change over time.

The present study was designed to elicit information which (if it existed) would show the degree of consensus in the field of reading. It was thought that through introspection this information might assist in clarifying what was considered to be "classic". It was recognized from the beginning that the resulting information would reflect the current opinion of a wide range of reading personnel rather than a small group of experts.

The specific purpose of this survey was to 1) elicit from reading instructors and researchers their opinions as to which ones they considered

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to be classic studies (The definition used may be found on p.6) in reading, and 2) to determine the degree of consensus which existed across these responses.

In order to get as wide a representation as possible it was decided to use the complete list of personnel in Graduate Programs and Faculty in Reading, 3rd Edition (1978) who were engaged in the field of reading 50% or more of the time. This resulted in a total of 1609 instructors in approximately 300 different institutions in the United States and Canada.

QUESTIONNAIRE & METHODOLOGY

A numbered, one page questionnaire, a stamped return envelope, and an accompanying personalized letter was mailed to each potential respondant.

The questionnaire included a brief definition of "classic study" (see p.6) and invited the respondant to list studies which in his/her opinion were considered to be classic. To assist in this process, five general headings were presented. These were:

I. Sociology and Sociolinguistics of Reading

II. Physiology and Physiolinguistics of Reading

III. Psychology and Psycholinguistics of Reading

IV. Teaching of Reading

V. Evaluation of Reading

These were patterened after W.S. Gray's categories used in preparing his annual reviews of research but they were enhanced to encourage an even broader range of contemporary responses. In addition the headings AUTHOR, TITLE, and REFERENCE were provided with three available response lines. Even though these guidelines were provided, it was considered to be a "free-response" type of questionnaire.

Three weeks after the first mailing a "reminder" notice was sent to all outstanding addresses. This resulted in a number of mailings to replace "lost" forms as well as in a number of further returns.

Approximately three weeks after the "reminder" notice was mailed a second form was sent to nonrespondants.

ANALYSIS OF RETURNS

All completed forms were examined by a graduate student and tabulated alphabetically by author under the five suggested headings. The principal investigator assisted in classifying works with indefinite or incomplete citations.

After the initial tabulation of approximately 200 sources a University of Manitoba reference librarian checked the accuracy of all citations and attempted to locate indefinite or incomplete ones. This proved to be a gargantuan task requiring approximately 50 hours for completion. Even then, some twenty sources could be not traced--these were labelled "unclassified" or "incomplete."

Several types of tabulations were performed and each presents a slightly different perspective on the findings. These were:

a) Frequency counts under each of the five categories

b) Total frequency of all five categories

c) Frequency of mention of individual works

d) Frequency of mention by authors

e) Number of <u>different</u> studies mentioned by author

RESULTS

As a result of the three mailings a total of 371 responses were received. While this was not an impressive return rate (23%), it was con-

sidered adequate to show some consensus among reading personnel in North America. As a comparison, a study by L.L. Wise (in Borg and Gall, 1979) obtained a response rate of 25% in a national study even though a very extensive effort was made to reach the subjects. Berger and Andolina (1978) surveyed 500 directors of reading centers and colleagues in the field of reading and reported a 20 percent return rate. It must be recognized that the questionnaire required considerable time to complete, and since it was coded, the source was not anonymous. As a consequence the author could not obtain a statistical opinion of what constituted a reasonable return rate under these conditions.

The distribution of returns was as follows: Northeast 16%, Pacific East 17%, Mountain States 4%, Southwest 8%, Midwest 27%, South 26%, Pacific 0%, Washington, D.C. 0.3%, Canada 1%.

A total of 1385 citations represented 183 different works and 65 different authors. For purposes of this report only those works reported five or more times were considered. The intent of the study was to provide descriptive data without applying "quality" criteria and hence no distinction was made here among research studies, books, or think pieces.

By category under which a work was mentioned the following breakdown resulted.

Figure 1

CITED WORKS BY CATEGORY

	Category	Number	Percentage
I.	Sociology & Sociolinguistics	146	10.5
II.	Physiology & Physiolinguistics	190	13.7
III.	Psychology & Psycholinguistics	438	31.6
IV.	Teaching of Reading	351	25.3
V.	Evaluation of Reading	260	18.8

When totals across all categories for individual authors were considered a range of from 5 to 154 resulted. This type of analysis can, however, be misleading since the same study may appear under more than one category. The following example, Figure 2, illustrates this problem for the ten most frequently mentioned authors.

Figure 2

FREQUENCY OF CITATION BY AUTHOR

Author (by rank)	Total Citations	No. of Different Citations
1. Smith, F.	154	5
2. Goodman, K.	91	8
3. Huey, E.B.	85	4
4. Smith, N.B.	78	3
5. Bond & Dykstra, R.	75	2
6. Durkin, D.	63	7
7. Chall, J.	52	2
8. Thorndike, E.L.	50	1
9. Davis, F.B.	47	4
10. Gray, W.S. & Rogers, B.	42	7

A further analysis considered the frequency of mention of a particular citation (or single work)--see Figure 3. No differentiation was made on the basis of the type of work (article, book, research study, textbook, etc.), however, the majority (7) were books but, again, of different types.

Figure 3

RANK ORDER OF CITATIONS BY SINGLE WORKS

Author	Work	Year
1. Bond & Dykstra, R.	... First-Grade Reading ...	1967
2. Chall, J.	Learning to Read; Great Debate	1967
3. Thorndike, E.L.	Reading as Reasoning ...	1917 (1971)
4. Smith, F.	Understanding Reading	1978+
5. Huey, E.B.	Psychology & Pedagogy of Reading	1908 (1968)
6. Smith, N.B.	American Reading Instruction	1965
7. Robinson, H.M.	Why Pupils Fail in Reading	1946
8. Durkin, D.	Children Who Read Early	1966
9. Goodman, K.	Reading: A Psycholinguistic Guessing Game	1970
10. Harris, A.J.	How to Increase Reading Ability	1940+ 5 editions

CONCLUSION AND DISCUSSION

Farr and Weintraub (1971) suggested that a "classic" in the field of reading is one that "should have received considerable attention over the years," and "should have stimulated or opened a whole new field of research endeavor or have been identified as an important, even seminal, work that has not for some reason been acted upon by the profession." For the purposes of this survey, a classic study was defined as a study of the highest rank or class, or a study serving as an outstanding representative of its kind (model); or a study having lasting significance or recognized worth.

The response when analyzed produced 1385 citations which represented 65 different authors (or sets of authors) and 183 different works attributed to them.

It quickly became obvious that the term "class study" was interpreted generically as "classic works" since many think pieces, influential books (historical, methodological, etc.) were included.

The majority of works cited (31.6%) were under the category of Psychology and Psycholinguistics of Reading; a minority (10.5%) were in the area of Sociology and Sociolinguistics. A relatively small number of authors (i.e. 10) account for 53% of the total citations. These authors and their works represent a historical span of over 60 years (1908-1970).

Another approach to validating this apparent consensus is to compare the survey results with other accounts of important works. Singer's (1980) presidential address to NRC contained a table of important "psychological research on reading from 1879-1980." Of the 26 authors mentioned, 9 also appeared in this study (3 were in the top 10 most frequently cited).

Berger and Andolina's (1978) survey identified among the most frequently

reported works, 6 which are also in the top 10 in this study. Fourteen of Berger's authors also appeared in the 65 identified in this study.

In conclusion, it is probably wise to consider the identified works and authors as examples of what is currently thought to be "classic". Future events may well change perceptions of what is exemplary. It is hoped that the present results will assist instructors in the field of reading to focus on those works on which some consensus has been established. Hopefully this will assure that classic works are read and not only talked about (to paraphrase Samuel Clemens' definition of "classic").

REFERENCES

J.T. Guthrie and Staff (Eds.) Graduate Programs and Faculty in Reading, 3rd Edition, 1978.

Berger, A. and Andolina, C. "Exemplary Studies in Reading," Unpublished paper. University of Pittsburgh, 1978.

Borg, W.R. and Gall, M.D. Educational Research. New York: Longman, 1979, p.302.

Clemens, Samuel "A classic is something that everybody wants to have read and nobody wants to read," in J. Bartlett (Ed.) Familiar Quotations. Boston: Little, Brown, 1948, p.615

Farr, R. and Weintraub, S. "Comments on this issue," Reading Research Quarterly, 6 (Summer 1971).

Singer, H. "Hypothesis on Reading Comprehension in Search of Classroom Validation," in M. Kamil (Ed.) Directions in Reading: Research and and Instruction. Thirteeth Yearbook of the National Reading Conference. Washington, D.C.: National Reading Conference, 1981, pp. 1-20.

Appendix A

Examples of Works & Authors Cited

Smith, Frank, Understanding reading: a psycholinguistic analysis of reading and learning to read, Holt, 1971.

Goodman, Kenneth S., "Reading: A psycholinguistic guessing game," in Singer, Harry & Ruddel, Robert B. (eds.) in Theoretical Models and processes of reading. (1st ed., IRA, 1970, pp.259-272).

Huey, Edmund B., Psychology and pedagogy of reading, Macmillan, 1908.

Smith, N.B., American reading instruction, IRA, 1965.

Bond, Guy L. & Dykstra, Robert, "The cooperative research program in first-grade reading instruction," RRQ, 2:4 (Summer, 1967), pp.5-142.

Durkin, Dolores, "A six year study of children who learned to read in school at the age of four," RRQ, 10 (1), 1974-75, pp.9-61.

Chall, Jeanne S., Learning to read: the great debate, McGraw-Hill, 1967.

Thorndike, Edward L., "Reading as reasoning: A study of mistakes in paragraph reading," J. of Ed. Psych., 8, June 1917, 323-32.

Davis, Frederick B., "Fundamental factors of comprehension in reading," Psychometrika, 9, Sept., 1944, pp.185-197.

Gray, William S. & Rogers, Bernie, Maturity in reading: Its nature and appraisal, U. of Chicago, 1956.

Robinson, Helen M., Why pupils fail in reading, U. of Chicago, 1946.

Harris, Albert J., How to increase reading ability (1-5 eds.), Longmans, Green, 1940+.

Appendix B

CLASSIC STUDIES IN READING

Froese & Pearson
1981

I. SOCIOLOGY AND SOCIOLINGUISTICS

			by author	by article
Baratz, Joan & Shuy, Roger (eds.)	Teaching black children to read	Center for Applied Linguistics, 1964	5	5
Gray, William S. & Rogers, Bernie	Maturity in reading: Its nature and appraisal	U. of Chicago, 1956	15	10
	The role of teacher education	NSSE Yearbook, Part I, 1961. pp.141-161		5
Halliday, M.A.K.	Language structure and language function	in J. Lyons (Ed.) New Horizons in Linguistics, Penguin, 1972. (pp.140-165)	6	3
	Language and social man	Longman, 1974		1
	Explorations in the function of language	Elsevier, NY, 1973		1
	Learning how to mean: explorations in the development of language	Elsevier, NY, 1975		1
Smith, N.B.	American reading instruction	IRA, 1965	41	37
	Research on reading and emotion	School and Society, V.81, (Jan. 8, 1955). pp.8-10		1
	Reading instruction for today's children	Prentice-Hall, 1963.		3
Smith, Frank	Psycholinguistics and reading	Holt, 1973	17	17

Labov, W.D.	The study of non-standard English	NCTE, 1970	24	7
	Study of the Non-Standard English of Negro & Puerto Rican Speakers in New York City	USOE Cooperative, Columbia University, 1968.		3
	Social stratification of English in New York City	Centre for Applied Linguistics, 1966.		4
	The Logic of non-standard English	Georgetown, Mono.,1969		4
	Sources of reading problems for Negro speakers of non-standard English	in A. Frazier (Ed.) New Directions in Elementary English, NCTE, 1967. pp. 140-167.		3
	Stages in Acquisition of standard English	in R. Shuy (Ed.) Social Dialects and Language Learning, NCTE, 1965, pp.77-103.		1
	The reading of the 'ed' suffix	in Levin, Harry & Williams, Joanna P. (Ed.) Basic Studies in Reading, Basic Books, 1970. pp.222-245.		1
	Language in the inner-city	University of Pennsylvania Press, 1972.		1
McDermott, R.P.	Achieving school failure: an anthropological approach to illiteracy and social stratification.	in Singer, Harry & Ruddel, Robert B. (Ed.) Theoretical Models and Processes of Reading, 2nd ed., IRA, 1976. (pp.384-428).	6	2
	Some reasons for focusing on classrooms in reading research	NRC Yearbook, no. 23, 1978. pp.213-219		1

	(Insufficient documentation, i.e. A study of black Kids & White teachers)	NRC		1
	Kids make sense: an ethnographic account of the interactional management of success and failure in one first grade classroom.	Doctoral dissertation at Stanford, 1976.		1
	(unspecified study)			1
Norvell, George	The reading interests of young people, rev. ed.	Michigan State University Press, 1973 (1st ed. Boston, Heath, 1950)	5	4
	What boys and girls like to read	Silver Burdett, 1958		1
Preston, Ralph	Reading achievement of German and American children	School and Society, 90 (Oct. 20, 1962), pp.350-354	8	6
	(unspecified articles)	1962		2
Shuy, Roger W.	Linguistic theory: What can it say about reading?	IRA, 1977	13	6
	Sociolinguistics: Current trends and prospects	Georgetown University Press, 1972.		4
	(unspecified articles)			3
Waples, Douglas, Berelson, Bernard, & Bradshaw, Franklyn R.	What reading does to people	University of Chicago Press, 1940	6	5
	(Insufficient documentation, i.e. What adults read)			1

II. PHYSIOLOGY AND PHYSIOLINGUISTICS

Buswell, Guy Thomas	An experimental study of the eye-voice span in reading	Dept. of Education, U. of Chicago, 1920	10	6
	Fundamental Reading Habits	Dept. of Education, U. of Chicago, 1922		3
	How Adults Read	Dept. of Education, U. of Chicago, 1937		1
Cattell, James McKeen	The time it takes to see and name objects	Mind, 11 (41): 63-65, 1886	11	4
	The time taken up by cerebral operations	Philosophische Studies, Vol. 3, 1886, pp.305-335.		2
	On the time required for recognizing and naming letters and words, pictures and colors.	J. McK.C. Man of Science: Vol. 1 - Psychological Research. Science Press, 1947, pp.13-25.		2
	On relations of time and space in vision	Psychological Review, Vol. 7, 1900, pp.325-345		2
	(Insufficient documentation, i.e. Longer to read letters than words)			1
Eames, Thomas	Physical factors in reading	Reading Teacher, 15, (May) 1962, 427-32	6	5
	Relationship of reading and speech difficulties	J. of Ed. Psych, 41, 51-5, (Jan.) 1950		1
Huey, Edmund B.	Psychology and pedagogy of reading	Macmillan, 1908	43	41
	On the psychology and physiology of reading, I.	Amer. J. of Psych. 11, 1900, pp.283-302.		2

Holmes J.A.	The substrata factor theory of reading	California Book, Co., 1953.	17	15
	Reading guided by questions vs careful reading and re-reading without questions	School Review, 39, (May) 1931, pp.361-71.		2
Judd, Charles H. &	Silent readings: A study of various types	Supp. Ed. Mono. no. 23, Dept. of Education, U. of Chicago, 1922.	9	3
Lenneberg, Eric H.	Biological Foundations of Language	Wiley, 1967.	8	6
	On Explaining Language	Gunderson, Doris V. (Ed.) Language and Reading: An Interdisciplinary Approach. Center for Applied Linguistics, Wash, D.C., 1970. (also in Science, 164, 169, 615-41) pp.3-25		2
Morphett, Mabel (Vogel) & Washburne, C.	When should children begin to read?	Elem School J., 31 (1931), 496-503.	6	6
McConkie, George W. & Rayner, Keith	An on-line computer technique for studying reading: Identifying the perceptual span	NRC Yearbook, 1973, pp.119-130 or in Singer and Ruddell	5	3
	Identifying the span of the effective stimulus in reading: Literature review and theories of reading (in H. Singer & R.B. Rudell, eds. Theoretical Models and Processes of Reading)	IRA, 1976, 137-75		2
Smith, Frank	Understanding reading: a psycholinguistic analysis of reading and learning to read, 2nd ed.	Holt, 1978	57	46
	Comprehension and learning: a conceptual framework for teachers.	Holt, 1975		9

	The independence of letter, word, and meaning identification in reading (with D.L. Holmes)	RRQ, 6 (1971), 394-415		2
Spache, George	Investigating the issues of reading disabilities	Allyn and Bacon, 1976	7	7
Tinker, Miles A.	Bases for effective reading	U. of Minn. Press, 1965	16	5
	Visual apprehension & perception in reading	Psycholigical Bulletin, 26, 1929		3
	Eye movements in reading	J. of Educ. Research, v.30, Dec. 1936, pp.241-277		3
	The study of eye-movements in reading	Psych. Bulletin, 43, 1946, pp.93-120		2
	Recent studies of eye-movements in reading	Psych. Bulletin, 54, 1958, 215-31		2
Vernon, Magdalen D.	Visual Perception	Cambridge, Eng., University Press, 1937	5	3
	Bakcwardness in Reading: a study of its nature and origin	Cambridge, Univ. Press, c.1957		2

III. PSYCHOLOGY AND PSYCHOLINGUISTICS

Anderson, Irving H. & Dearborn, Walter F.	Psychology of teaching reading	Ronald Press, 1952	5	5
Betts, Emmett A.	Foundations of reading instruction, with emphasis on differentiated guidance	American Book, 1976	15	14
	Linguistics and reading	Education, v.86, April, 1966, pp.454-458		1
Bloomfield, Leonard & Barnhart, Clarence L.	Let's Read: a linguistic approach	Wayne Sate University Press, 1961	5	3
	(unspecified article)			2
Chomsky, Noam	Language and mind	Harcourt, Brace & World, 1968	5	3
	Syntactic structures	Mouton, 1978		
Davis, Frederick B.	Fundmanetal factors of comprehension in reading	Psychometrika, 9, Sept., 1944, pp.185-197	25	14
	Research in comprehension in reading	RRQ, 3:4, Summer (1968), 499-545		10
	Two new measures of reading ability	J. of Ed. Psych. 33, May 1942, 365-372		1
Fries, Charles C.	Linguistics and reading	Holt, Rinehart and Winston, 1963	6	6
Goodman, Kenneth S.	A linguistic study of cues and miscues in reading	Elem. Eng. 42:6, Oct. 1965, pp.639-643	77	19
	Analysis of oral reading miscues: Applied	RRQ, 5:1, Fall 1969, pp.9-30		21

	Reading: A psycholinguistic guessing game	in Singer, Harry & Ruddel, Robert B. (eds.) in Theoretical Models and processes of reading. (1st ed., IRA, 1970, pp.259-272)		25
(ed.)	The psycholinguistic nature of the reading process	Wayne State University Press, 1968		8
	Behind the eye: What happens in reading	in Goodman and Niles, Reading: process and program, NCTE, 1970		4
Gates, A.I.	The necessary mental age for beginning reading	Elem School Journal, 37 (Mar., 1937), pp.497-508	17	17
Gibson, Eleanor J. & Levin, Harry	Psychology of reading	MIT Press, 1975	18	17
	(unspecified article)			1
Huey, Edmund B.	Psychology and pedagogy of reading...	Macmillan, 1908	42	41
	(Insufficient documentation, i.e. The ability to read in larger units)			1
	Preliminary experiments in the physiology and psychology of reading	American Journal of Psychology, 9, July, 1898, pp.575-586		1
Loban, Walter	Language of elementary school children	NTE, 1963	16	12
	Language development, K-12	NCTE, 1976		4
Lefevre, Carl A.	Linguistics and the teaching of reading	McGraw-Hill, 1964	5	2
	(Insufficient documentation, i.e. Language patterns and graphic counterparts)			1
	(Insufficient documentation, i.e. Contributions of linguistics)			1
	(Unspecified article)			1

Monroe, Marion	Children who cannot read...	U. of Chicago, 1932	7	7
Pearson, P. David	Effects of grammatical complexity on children's comprehension, recall, and conception of certain semantic relations	RRQ, 10:2, 1974-75, pp.155-192	7	7
Robeck, Mildred C. & Wilson, John A.R.	Psychology of reading: foundations of instruction	Wiley, 1974	5	5
Smith, Frank	Understanding reading (1st and 2nd ed.)	Holt, 1971 and 1978	63	46
Smith, Frank (ed.)	Psycholinguistics and reading	Holt, 1973		17
Strickland, R.	Language of elementary school children	Bloomington, Indiana, School of Education, Indiana Univ., 1962	10	10
Thorndike, Edward L.	Reading as reasoning: A study of mistakes in paragraph reading	J. of Ed. Psych., 8, June 1917, 323-32	50	50
Weber, Rose-Marie	A linguistic analysis of first-grade reading errors	RRQ, 5:3 (Spring 1970), pp.427-451	8	5
	First-graders' use of grammatical context in reading	Basic Studies on Reading, Ed. H. Levin and J.P. Williams, Basic Books, 1970, (pp.147-165)		3

IV. TEACHING OF READING

Bond, Guy L. & Dykstra, Robert	The cooperative research program in first-grade reading instruction	RRQ, 2:4 (Summer, 1967), pp.5-142	75	74
	Summary of the second-grade phase of the Cooperative Research Program in primary reading instruction	RRQ, (Fall 1968), pp.49-90		1
Barr, Rebecca	Effect of instruction on pupil reading strategies	RRQ, 10 (4), 1974-75, pp.555-582	12	8
	Processes underlying the learning of printed words	ESJ, v.75, Jan. 1975, pp.258-268		1
	Influence of instructional conditions on word recognition errors	RRQ, 7:3, Spring 1972, pp.509-529		3
Bond, Guy L. & Tinker, Miles A.	Reading difficulties: their diagnosis and correction	Appleton, Century-Croft, 1957	5	5
Clymer, Theodore	The utility of phic generalizations in the primary grades	RT, 16, Jan. 1963, pp.252-258	20	20
Chall, Jeanne S.	Learning to read: the great debate	McGraw-Hill, 1967	52	51
	Reflections: the child learning to read	Language Arts, v.56 (8), pp.875-89, Nov.-Dec., 1979		1
Durkin, Dolores	A six year study of children who learned to read in school at the age of four	RRQ, 10(1), 1974-75, pp.9-61	37	19
	When should children begin to read?	67th NSSE Yearbook, 1968, pt. 2, pp.30-71		1

	Teaching them to read (1st, 2nd, 3rd, eds.)	Allyn & Bacon, 1970, 1979, 1978		5
	Children who read before grade 1	RT, 14, Jan. 1961, pp.163-66		10
	A Language arts program for pre-first-grade children's two-year achievement report	RRQ, 5(4), 1969-70, pp.534-65		1
	Children who learned to read at home	ESJ, v.62, Oct. 1961-62, 14-18		1
Dolch, Edward W.	A basic sight vocabulary	ESJ, 36, Feb. 1936, 456-60	6	5
	Individual reading vs. group reading, I	Elem Eng, v.38 (Dec.) 1961, pp.566-75		1
Davis, Frederick B.	Research in comprehension in reading	RRQ, 3 (Summer 1968), 499-545	10	10
DeHirsch, Katrina & Jansky, Jeannette J.	Predicting reading failure	Harper & Row, 1966	6	6
Fernald, Grace M.	Remedial techniques in basic school subjects	McGraw, 1943	7	7
Gates, Arthur I.	Improvement of reading (1st, 2nd, 3rd, ed.)	Macmillan, 1927, 1935, 1947	13	5
	Sex differences in reading ability	ESJ, 61 (1961), 431-434		1
	(Insufficient documentation, i.e. New York study of methodology and media)			1
	Reading readiness: A study of factors determining success and failure in beginning reading (with G.L. Bond)	Teachers College Record, 37 May, 1936, 679-85		5
	A modern systematic vs an opportunistic method of teaching (with M.I. Batchelder & J. Betzner)	Teachers College Record, 27 April 1926, pp.679-700		1

Gray, William S.	Teaching of reading and writing; an international survey	Paris, UNESCO, 1956	14	6
	On their own in reading	Scott,Foresman, 1948		7
	Studies of elementary-school reading through standardized tests	U. of Chicago Press, 1917		1
Goodman, Kenneth S. & Fleming, James T. (eds.)	Psycholinguistics and the teaching of reading	IRA, 1969	8	8
Herber, Harold L.	Reports on research in content areas, 2d ed.	Prentice-Hall, 1978	10	10
Harris, Albert J.	How to increase reading ability (1-5 eds.)	Longmans, Green, 1940+	27	22
Harris, Albert J. & Serwer, Blanche L.	The CRAFT Project: instructional time in reading research	RRQ, Fall 1966, pp.27-56		5
Heilman, Arthur W.	Principles and practices of teaching reading	Merrill, 1961	6	6
Karlin, Robert	Teaching reading in high school, 2d ed.	Bobbs-Merrill, 1972 (1st ed., 1964)	6	5
	Teaching elementary reading	Harcourt Brace Jovanovich, 1971		1
LaBerge D. & Samuels, S.J.	Toward a theory of automatic information processing in reading	Cog Psych, vo. 6, 1974, 293-323	5	5
Strang, Ruth M.	Principles and practices of teaching reading	(unconfirmed)	8	2
	Making better readers (w. Dorothy K. Bracken)	Heath, 1957		1
	The improvement of reading (w. Constance M. McCullough & Arthur E. Traxler) Note: 1st and 2nd editions were titled - Problems in the Improvement of Reading	McGraw-Hill, 1961		1

	(Insufficient documentation, i.e. An introduction and summary)	NCTE?		1
Spache, George D. & Spache, Evelyn B.	Reading in the elementary school, 4th ed.	Allyn & Bacon, 1977	15	14
Spache, George D. (et. al.)	A study of longitudinal first grade reading readiness program	Florida State Dept. of Education (Tallahasee), Report CRP-2742, 1965, (ED 003 355)		1
Smith, Nila B.	American reading instruction; its development and its significance in gaining a perspective on current practices in reading	Silver, Burdett, 1934	37	37
Smith, Frank	Psycholinguistics and reading	Holt, 1973	17	17
Tinker, M.A. & C.M. McCullough	Teaching Elementary Reading	A-C-C-, 1952-1968	2	2
Wolf, Willavene, Martha L. King & Charlotte S. Huck	Teaching critical reading to elementary school children	RRQ, 3, Summer (1968), 435-98	5	5

V. EVALUATION OF READING

Austin, Mary C. & Morrison, Coleman	The first R: The Harvard Report on reading in elementary school	Macmillan, 1965	30	11
	The Torch Lighters Revisited (Morrison, C. & Austin, M.C.)	IRA, 1977		3
Austin, Mary C. & Morrison, C.	The Torch Lighters: Tommorrow' teachers of reading	Harvard Univ. Press, 1961		11
Austin, Mary C. (et al.)	Reading Evaluation: appraisal techniques for School and classroom	Ronald Press, 1961		5
Bormuth, John R.	The cloze readability procedure	EE, 45:4 (Apr. 1968), pp.429-436	15	6
	Readability: A new approach	RRQ, 1:3, Spr. 1966, pp.79-132		5
	Reading Literacy: Its definition and assessment	RRQ, 9:1, pp.7-66		3
	Cloze as a measure of readability	Reading as an Intellectual Activity, IRA, Conference Proceedings, v. 8, pp.131-34		1
Bond, Guy L. & Tinker, M. A.	Reading difficulties: their diagnosis correction	Appleton-Century-Crofts, 1957, (2d ed., 1967)	8	8
Davis, Frederick B.	Research in comprehension in reading	RRQ, 3:4 (Sum 1968), 499-545	12	12
	(unspecified earlier writing)			
Durkin, Dolores	Children who read early: two longitudinal studies	Teachers College Press, 1966	26	26

Ekwall, Eldon E.	Diagnosis and remediation of the disabled reader	Allyn & Bacon, 1976	9	6
	Teacher's Handbook on diagnosis and remediation in reading	Allyn & Bacon, 1977		3
Farr, Roger	Reading: What can be measured?	IRA, 1969	36	23
	(Insufficient documentation, i.e. Reading Achievement: Then and Now - with Tuinman & Rowls)	Indiana U.		5
	Measurement and evaluation of reading	Harcourt, Brace, & World, 1970		4
	Measuring reading performance, (w. Blemton, Fair & Tuinman)	IRA, 1974		2
	The dependent variable: Measurement issues in reading research (w. Tuinman, J.J.)	RRQ, 7:3, Spring 1972, pp.413-423		1
	Improving reading research (w. S. Weintraub & B. Tone)	IRA, 1976		1
Goodman, Kenneth S.	Miscue Analysis: Theory and reality in reading	(c.1976 - not confirmed)	6	5
Goodman, Kenneth S., & Burke, Carolyn L.	Study of children's behavior while reading orally: final report	Project No. S425, NEW, 1968		1
Gray, William S. & Rogers, Bernice	Maturity in reading: Its nature and appraisal	U. of Chicago, 1956	13	10
	What makes a book readable? (with B.E. Leary)	U. of Chicago, 1935		2
	The use of tests in improving instruction	ESJ, 19 (1981), 121-142		1

Holmes, Jack A.	The Substrata-factor theory of reading	California Book Co., 1953	15	15
Robinson, Helen M.	Why pupils fail in reading	U. of Chicago, 1946	33	33
Singer, Harry & Ruddell, Robert B. (eds.)'	Theoretical Models and processes of reading, 2d. ed.	IRA, 1976 (st. ed., 1970)		5
Smith, Henry P. & Dechant, Emerald V.	Psychology in Teaching Reading	Prentice-Hall, 1961		8
Spache, George D.	Investigating the issues of reading disabilities	Allyn & Bacon, 1976	12	7
	Diagnosis and correcting reading disabilities	Allyn & Bacon, 1976		4
	(unspecified)	IRA, 1968-69		1
Stauffer, Russell G.	First-grade reading studies: Findings of individual investigations	IRA, 1967	8	8
Strang, Ruth M.	Exploration in reading patterns	U. of Chicago, 1942	8	6
	Reading diagnosis and remediation	IRA, 1971		2
Tuinman, J. Jaap	Determining the passage dependency of comprehension questions in five major tests	RRQ, 9 (2), 1973, 206-23	6	5
	Inspection of passages as a function of passage-dependency of the test items	J. of RB, 5:3, Summer 1973, pp.186-191		1
Taylor, Wilson L.	"Cloze procedure": A new tool for measuring readability	Journalism Quarterly, Fall, 1953, pp.415-433	10	10